

STANDARDS-BASED PERFORMANCE ASSESSMENT

Language: German

Level: German 336-436

Theme: Deutscher Film

Key Questions:

- ◆ Welche Geschichte erzählt Film? (What does film teach? Which story does it tell? What can you learn about a culture from its films?)

Other Important Questions:

- ◆ Was ist die kulturelle Bedeutung des Filmes? (What is the cultural significance of the movie?)
- ◆ Was sind die Gewissensfragen? (What are the moral issues?)
- ◆ Was ist damit gemeint? (What is the point?)
- ◆ Was lernst du von einem Film?
- ◆ Warum ist Film so beeinflussend?
- ◆ Welche Filme interessieren dich? Warum?

GOALS: What should students know and be able to do by the end of the unit?

1. Students will identify, analyze, and discuss various genres in German film, various themes, cultural perceptions and overt details.
2. Students will engage in a conversation in the TL about the social issues seen in film.
3. Students will critique films in the TL and give their recommendations as a film critic.
4. Students will summarize one film of their choice, give the class an overview in TL and produce an advertisement for this film.
5. Students will recount events from a variety of German film clips for review, analysis, interpretation and language input.
6. Students will give reasons and explain causality about how the Germans have gained a better understanding and faced the horrors of their own history through the use of film.

STANDARDS-BASED PERFORMANCE ASSESSMENT

Communication →	<u>Interpretive Assessment</u>	<u>Interpersonal Assessment</u>	<u>Presentational Assessment</u>
Performance Assessment → (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)	Students will select a film to overview in German. They will each write a summary on this film in German and share with the class.	Students will discuss (in class and on a blog) films that we watch and debate their preferences, their understanding, their new cultural perceptions and their opinions of the quality of said films.	Students will present a film of their choice (from class library, public library, video stores, etc.) by creating a trailer, giving background, including 5 minutes of the movie's highlights, and critiquing the film using iMovie software.
Cultures (Products – Practices – Perspectives)	Products: German films from before the third reich through to the present. Practices: What kinds of movies do the Germans like to watch these days? (Interview their friends from Germany.) Perspectives: What cultural perceptions, norms, values, issues and sentiments does film deal with? Why do people make films? What can a film do that no other medium can do?		
Connections (To and from other subjects)	Film and its history in the U.S. German influence on American film. (German actors, producers, film makers, etc.) How does German film rival other countries? Sweden? France? Berlinale (Berlin Film Festival)		
Comparisons (Language and culture)	Comparing the film making techniques of both countries. Comparing the cultural topics in the films from Germany to the films of the U.S.		
Communities (Beyond the classroom; lifelong learning)	Communication with the German exchange students about what kinds of films they watch? Which German films are their favorites, why?		

STANDARDS-BASED PERFORMANCE ASSESSMENT

What do students need in order to successfully complete the performance assessment?				
Language Functions	Structures/Patterns	Essential Vocabulary	Key Activities	Materials/Resources
<ul style="list-style-type: none"> ◆ Agreeing/disagreeing ◆ Analyzing/interpreting ◆ Clarifying ◆ Comparing/contrasting ◆ Contradicting ◆ Defining ◆ Describing people ◆ Describing places ◆ Describing procedures & processes ◆ Describing objects ◆ Discussing ◆ Explaining ◆ Expressing cause and effect ◆ Expressing certainty/uncertainty ◆ Expressing comprehension or lack of comprehension ◆ Expressing doubt/indecision ◆ Expressing emotions, feelings ◆ Expressing hope ◆ Expressing how often, how well ◆ Expressing intentions ◆ Expressing interest/lack of interest/indifference or boredom ◆ Expressing likes/dislikes/preferences ◆ Giving possible solutions ◆ Giving reasons and explaining causality ◆ Identifying ◆ Indicating relationships ◆ Maintaining a conversation ◆ Persuading/dissuading ◆ Presenting information 	<p>der Film handelt von der Film läuft der Film wurde in München gedreht der Film dauert</p> <p>einen Film drehen der Film läuft einen Film anschauen</p>	<p>Separate list of film vocabulary (in file)</p> <p>die Filmindustrie der Schauspieler der Direktor der Regisseur der Lieblingsfilm die Leinwand</p> <p>das Drehbuch die Rolle die Hauptrolle spielen</p> <p>Originalsprache Untertiteln</p>	<ul style="list-style-type: none"> ◆ What is “culture” drawings and charts ◆ Film critiques ◆ Film Title activities ◆ Film discussions & Blogging ◆ Internet exchange w/German students ◆ Relevant Film readings (online and in German) ◆ Watching and critically evaluating films ◆ Wiki work ◆ Self-evaluation ◆ Articles on film genres ◆ Internet search for jobs in the film industry and descriptions ◆ iMovie training for German film project 	<p>Library of German films</p> <p>Wiki w/Film Section</p> <p>Copies of Matching film titles (U.S. / German)</p> <p>Copies of film vocabulary</p> <p>Grammar packets (adjective endings with unprecedented adjectives)</p> <p>Computer Card for wiki work and Internet search</p> <p>Cultural awareness slides</p> <p>Computer cart with iMovie software</p>